

**Ixworth High School**  
**Relationships and Sex Education Policy**

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory Requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ixworth High School, we teach RSE as set out in this policy.

## 3. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **6.2 Use of Resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
  
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and Responsibilities**

### **8.1 The Governing Board**

The Trust board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **8.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

The PSHE Lead is Mrs Heath who also teaches PSHE.

### **8.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9. Parents' right to withdraw**

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring Arrangements**

The delivery of RSE is monitored by the whole school QA process through:

Planning scrutinies, book looks and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Curriculum Lead annually. At every review, the policy will be approved by the Trust Board.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Term 2	<p>Puberty, Hygiene and Health</p> <ul style="list-style-type: none"> <li>• Puberty <ul style="list-style-type: none"> <li>○ The biological terms for the reproductive organs.</li> <li>○ The ways that a person's body can change during puberty.</li> <li>○ Strategies you can use to help manage the changes.</li> </ul> </li>   <li>• Managing Emotional Changes <ul style="list-style-type: none"> <li>○ How puberty can affect emotions and mood.</li> <li>○ The different emotion groups</li> <li>○ Strategies to cope with mood swings and emotional changes.</li> </ul> </li>   <li>• Personal Hygiene <ul style="list-style-type: none"> <li>○ The importance of personal hygiene for your health.</li> <li>○ Reasons why personal hygiene needs change during puberty.</li> <li>○ Strategies for maintaining good personal hygiene.</li> </ul> </li>   <li>• Healthy Lifestyle <ul style="list-style-type: none"> <li>○ The components of a healthy lifestyle.</li> <li>○ The components of a healthy diet.</li> <li>○ The barriers to a healthy diet</li> <li>○ The importance of exercise in a healthy lifestyle.</li> </ul> </li>   <li>• The importance of Sleep <ul style="list-style-type: none"> <li>○ The importance of sleep.</li> <li>○ Some of the issues people can have with their sleep.</li> <li>○ Some strategies for ensuring a good nights sleep.</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, these contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Term 2	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Recap Puberty <ul style="list-style-type: none"> <li>○ The physical and emotional changes that can occur during puberty.</li> <li>○ What you can do to support someone going through these changes.</li> <li>○ Who you can turn to for support and advice.</li> </ul> </li>   <li>• Issues in Health and Wellbeing <ul style="list-style-type: none"> <li>○ What FGM is, its impacts and the law related to FGM.</li> <li>○ How to self exam for breast and testicular cancer</li> <li>○ Strategies for protecting against skin cancers.</li> </ul> </li>   <li>• Types of Relationship <ul style="list-style-type: none"> <li>○ The different types of relationship.</li> <li>○ Different types of love.</li> <li>○ To understand that different strategies of conflict resolution are needed for different relationships.</li> </ul> </li>   <li>• Healthy Relationships <ul style="list-style-type: none"> <li>○ The behaviours and actions of positive relationships.</li> <li>○ How to identify an unhealthy relationships.</li> </ul> </li>   <li>• Conflict Resolution <ul style="list-style-type: none"> <li>○ That conflict is a natural part of any relationship.</li> <li>○ Positive strategies for dealing with conflict in any relationship.</li> </ul> </li>   <li>• Abuse in Relationships <ul style="list-style-type: none"> <li>○ The types and signs of an abusive relationship.</li> <li>○ Strategies for getting out of an unhealthy relationship safely.</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, these contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Term 1	<p>Consent, Contraception and Conception</p> <ul style="list-style-type: none"> <li>• Recap <ul style="list-style-type: none"> <li>○ The correct terminology for human reproductive organs.</li> <li>○ The behaviours of a healthy and unhealthy relationship.</li> <li>○ The terminology relating to sexuality.</li> </ul> </li>   <li>• Consent <ul style="list-style-type: none"> <li>○ To understand what is meant by affirmative consent.</li> <li>○ To define various terms relating to intimate relationships.</li> <li>○ To consider the factors to consider before becoming intimate with someone.</li> </ul> </li>   <li>• Contraception <ul style="list-style-type: none"> <li>○ To identify reasons for using contraception.</li> <li>○ To identify different forms of contraception and how they work.</li> <li>○ To complete the condom demonstration.</li> </ul> </li>   <li>• Conception &amp; Parental Rights <ul style="list-style-type: none"> <li>○ The options open to a women when she become pregnant.</li> <li>○ The considerations to be considered before becoming parents.</li> <li>○ The rights of parents in the UK.</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, these contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Term 2	<p>Healthy Body, Healthy Mind</p> <ul style="list-style-type: none"> <li>○ What is health and wellbeing</li> <li>○ To understand what is meant by Health and Wellbeing.</li> <li>○ To discuss the difficulties faced in maintain health and wellbeing as a teenager.</li> </ul> <ul style="list-style-type: none"> <li>● Physical Health – Diet <ul style="list-style-type: none"> <li>○ What is considered a healthy diet.</li> <li>○ Different types of lifestyle diets.</li> <li>○ The symptoms and treatments for eating disorders.</li> </ul> </li> <li>● Physical Health – Exercise <ul style="list-style-type: none"> <li>○ What sort of activities are considered exercise.</li> <li>○ How much exercise is recommended for different age groups.</li> <li>○ The reasons why someone may struggle with exercise .</li> <li>○ Strategies for encouraging people to exercise more.</li> </ul> </li> <li>● Physical Healthy – Sleep <ul style="list-style-type: none"> <li>○ The importance of sleep.</li> <li>○ Some of the issues people can have with their sleep.</li> <li>○ Some strategies for ensuring a good nights sleep.</li> </ul> </li> <li>● Mental Health and Wellbeing <ul style="list-style-type: none"> <li>○ To understand the difference between mental health and mental illness.</li> <li>○ To outline strategies for maintaining good mental health.</li> <li>○ To discuss some of the misconceptions relating to mental health and wellbeing.</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, theses contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10 - Continued	Term 2	<ul style="list-style-type: none"> <li>• Emotional Regulation               <ul style="list-style-type: none"> <li>○ The Feel – Think – Respond process</li> <li>○ Feelings are a reaction and never wrong.</li> <li>○ Strategies for managing your wellbeing.</li> </ul> </li>   <li>• Anxiety               <ul style="list-style-type: none"> <li>○ The difference between normal anxiety and an anxiety disorder.</li> <li>○ The symptoms of an anxiety attack.</li> <li>○ Strategies for coping with anxiety and where to get help and support.</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, these contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Term 2	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> <li>• Gender Identity and Sexuality <ul style="list-style-type: none"> <li>○ The different terms used when discussing gender and sexuality.</li> <li>○ How gender identity is a fluid and not binary</li> <li>○ The different ways of being an ally and challenging homophobia and transphobia</li> </ul> </li> <li>• Relationship and Consent <ul style="list-style-type: none"> <li>○ The elements of a healthy intimate relationship and consent. [Recap]</li> <li>○ The ways to identify an unhealthy relationship.</li> <li>○ The age of sexual consent around the world and what is considered sex trafficking.</li> <li>○ What sexual harassment is and how it can be challenged.</li> </ul> </li> <li>• Reproductive Health <ul style="list-style-type: none"> <li>○ The different parts of both male and female reproductive organs.</li> <li>○ Recap contraceptive options</li> <li>○ The different types of STI/STD and treatments.</li> <li>○ How and why self examination is important.</li> </ul> </li> <li>• Issues in Health and Wellbeing <ul style="list-style-type: none"> <li>○ What FGM is, its impacts and the law related to FGM.</li> <li>○ How to self exam for breast and testicular cancer</li> <li>○ Strategies for protecting against skin cancers</li> </ul> </li> <li>• Pornography <ul style="list-style-type: none"> <li>○ What is and is not legal in terms of pornography.</li> <li>○ The differences between what is seen in porn and what happens in real life.</li> <li>○ The impact of porn on society and relationships</li> </ul> </li> </ul>	<p>PowerPoints for staff to follow, these contain age-appropriate material via video, discussion and hypothetical situations for the students to show understanding, empathy and maturity.</p> <p>Staff hand booklets guide staff to support the narrative of the PowerPoints</p> <p>Student booklets to guide them through the key terms they need to know at age-appropriate times.</p>

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

**Appendix 3: Parent/carer form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents/carers

Include notes from discussions with parents/carers and agreed actions taken.  
Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom